



Themes

- Increasing Accountability and Improved Results
- Resolving conflicts and reducing litigation
- Reducing paperwork
- Improving parent involvement and parent choice
- Align evaluations
- Improving monitoring and enforcement



Highly Qualified Special Education Teacher – All

- Hold at least a B. A.
- State certification or license
- Cannot hold an emergency or temporary certificate (Class C Endorsement)



Highly Qualified Special Education Teacher - Elementary

- Hold an elementary classroom endorsement & special education endorsement
- Hold an elementary special education endorsement



Highly Qualified Special Education Teacher – Middle and High School Teachers of Core Content

- Hold secondary special education endorsement
- Hold endorsements for each subject area they teach



Highly Qualified Special Education Teacher – Consultative Services-only

- Hold special education endorsement
- Provide support to core content teacher
- Student must receive subject matter instruction from general education (core content) teachers



Highly Qualified Special Education Teacher – Alternate Achievement Standards

- For elementary students, teacher must hold an elementary special education endorsement
- For students above the elementary level, teacher must hold Strategist II or Severe and Profound endorsement



Highly Qualified Special Education Teacher - Timeline

- New teachers who hold an endorsement in language, math, or science, must complete endorsements for other subjects they teach within two years of employment
- Veteran teachers end of 2005-2006



Related Services & Paraeducators

- Qualifications must be "consistent with any state-approved or state-recognized certification, licensing, registration, or other comparable requirements ..."
- All lowa related service providers meet mandate
- Paraeducator voluntary credentialing system meets mandate
- No change for either role





IEP Team

 Agree to absence of team member if curricular area or service is not being modified or discussed

 Agree to excuse when curricular area is being discussed parents and LEA agree and member submits input in writing prior to meeting

May use video conference or conference call



IEP

- Regular Assessment-
 - No short-term objectives/benchmarks

- Alternate Assessment-
 - Short-term objectives/benchmarks



IEP

 Developed around "peer-reviewed" research to the extent practicable

 Amend IEP between annual reviews without a meeting if parents agree



IEP

Transfer students

 Within state- must implement comparable services until new IEP written

 Out of state-comparable services until new evaluation and IEP developed



Transition

- Results-oriented focus on improving academic and functional achievement
- Measurable goals based upon age appropriate transition assessments related to-training, education, employment, and where appropriate independent living skills
- Transition services, including course of study, need to assist in reaching goals